

Children's Cabinet

March 25, 2019

Agenda

- Welcome & Introduction
- Updates: Initiatives for Youth
- Children's Budget Discussion
- RIDE Curriculum Project
- Public Comment & Discussion

Welcome, Introductions, and Announcements

- Introductions
- Adoption of Minutes

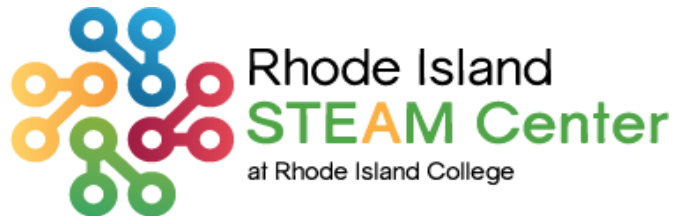
Updates on Initiatives for Youth

- Preschool Development Grant B-5
- XQ+RI
- STEAM Month

What is STEAM?

- ***“STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.”*** [Education Closet](#)
- Nationally, Rhode Island has been a leader in the STEAM movement.
- Between 2017-2027, it is expected that STEAM jobs in RI will grow almost twice as much as non STEAM jobs. [\(ECS, STEM Vital Signs\)](#)
- [A Report](#) shows that people in STEM fields earn on average 24-26% more than others with similar educational attainment in non-STEM field.

What is the State already doing?



Rhode Island Science Education
(R.I.S.E.)



STEAM Month

Events of the month included:

- Governor Signing a Proclamation that March to be STEAM Month In Rhode Island
- Directors of RIDE, OPC, DLT and Commerce held events highlighting different STEAM initiatives throughout the state
- Social Media Campaign #RISTEAM
- Engaging with industry partners

Questions and ways to get more involved, contact:

Catherine McConnell - Catherine.McConnell@governor.ri.gov

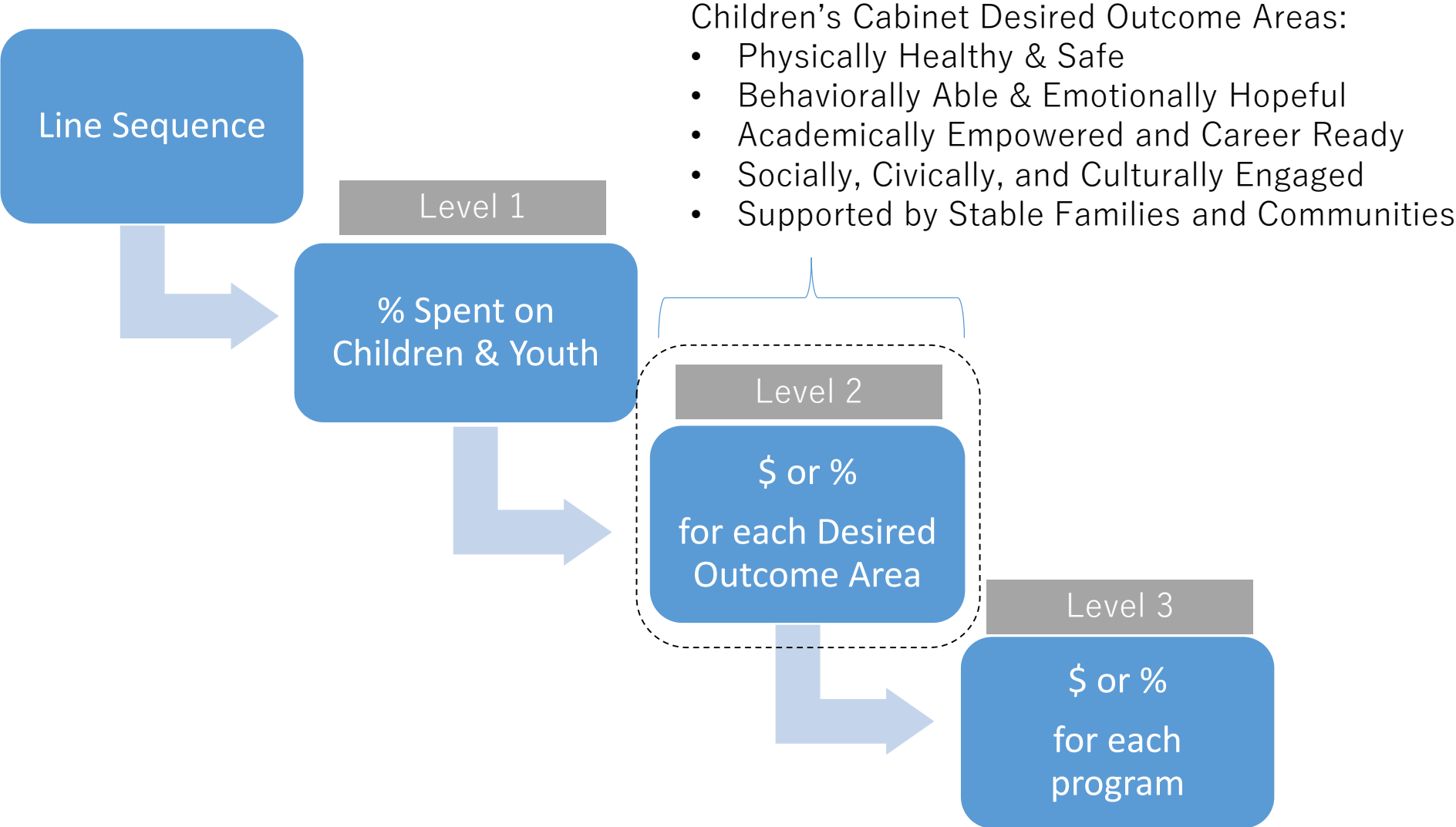
Children's Cabinet

Children's Budget Update & Discussion

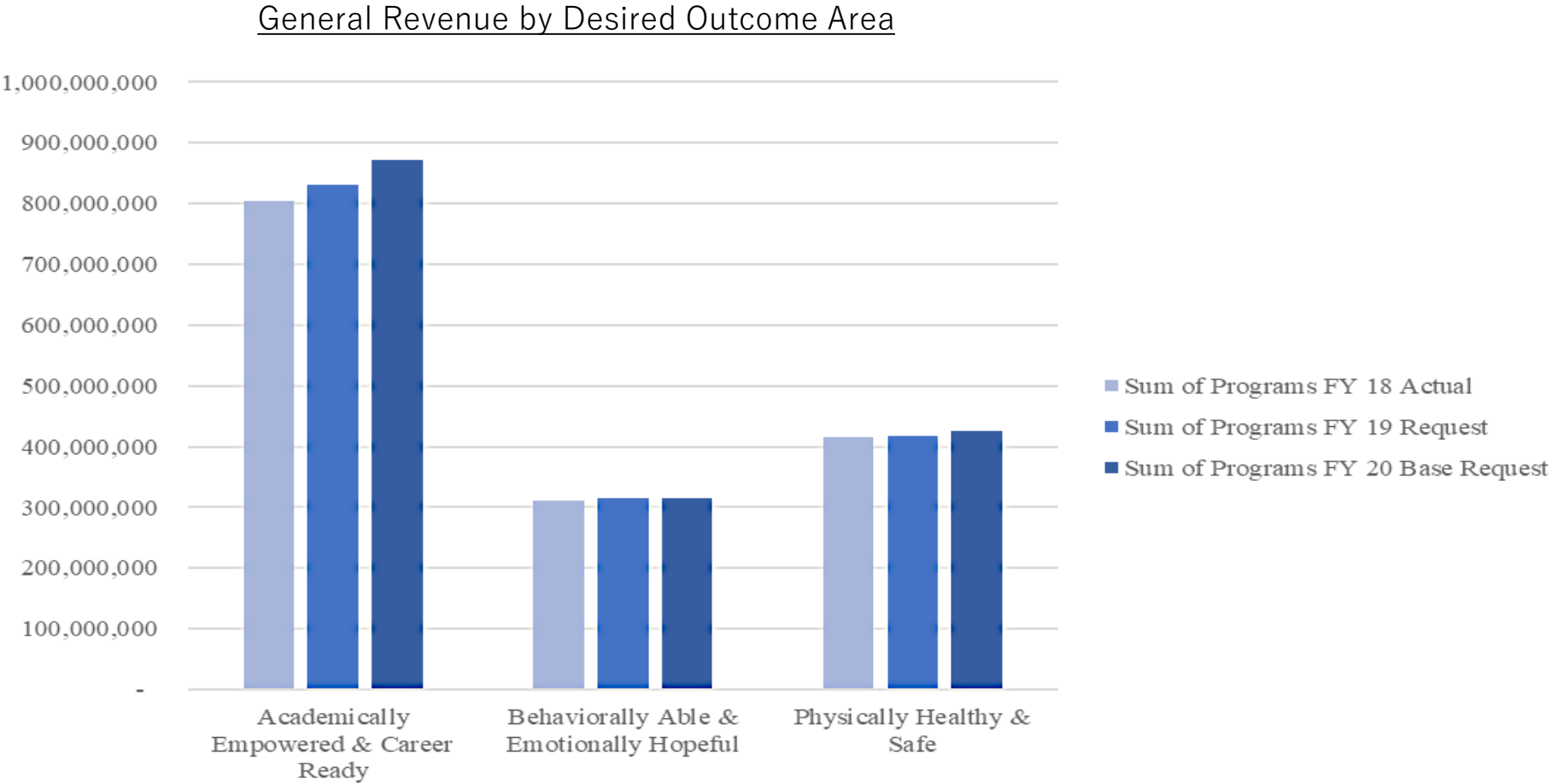
Discussion overview:

1. Overview of this year's Children's Budget
2. Opportunities for near-term actions
3. Opportunities for next year's Children's Budget
 - Examples from other states
 - Discussion about next year's children's budget

Background: The FY20 Children’s Budget represented a pilot for scanning the budget for all spending on children. For FY20, we focused on categorizing funding by the Children’s Cabinet desired outcome areas.



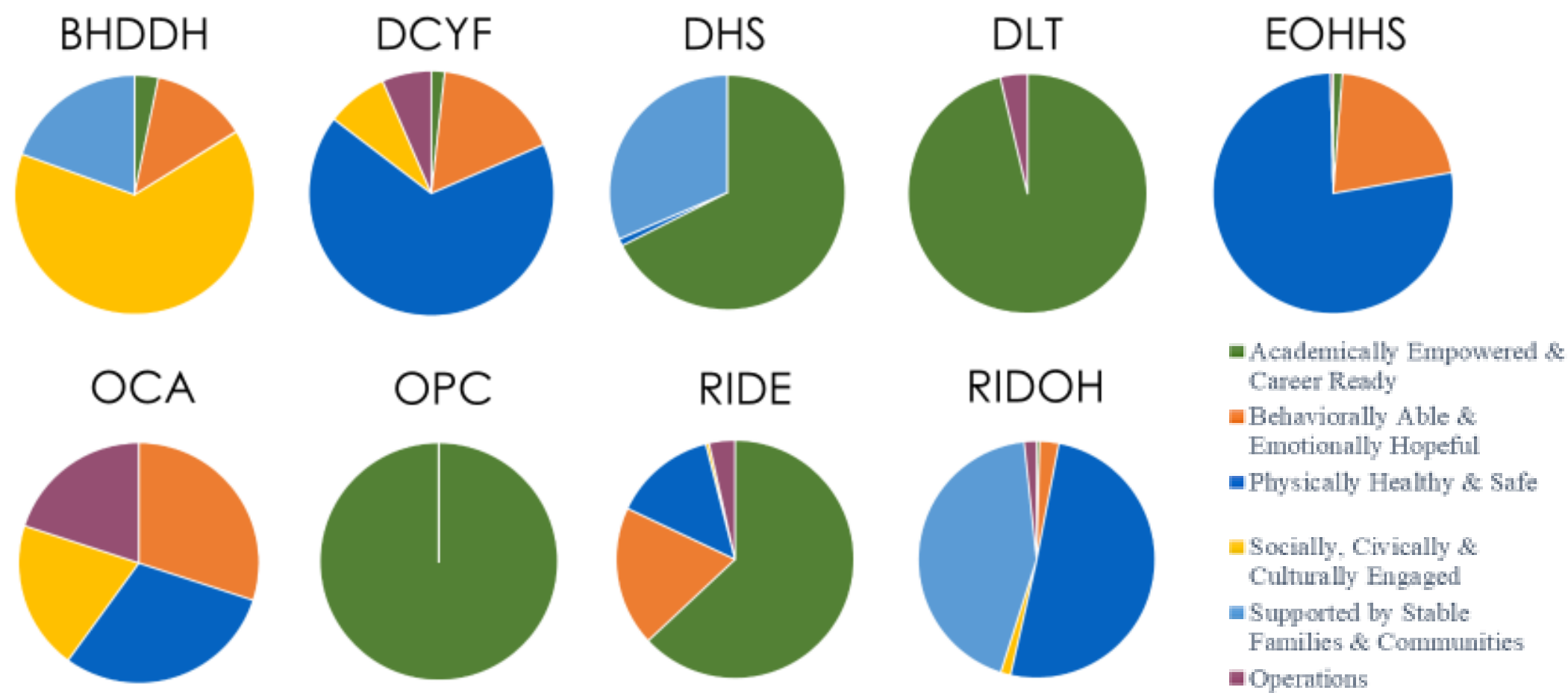
Background: This methodology allowed us to begin to analyze trends in year-over-year spending by desired outcome area.



Note: Above chart includes funding identified on an initial basis as relating to children and youth ages 0-24.

Background: The methodology also allowed us to begin analyzing how each Children’s Cabinet agency engages with the Cabinet’s shared goals.

Agency Budgets by Desired Outcome Area



Note: Above chart includes FY20 Recommended funding identified on an initial basis as relating to children and youth ages 0-24 by agency. The graphic is not representative of total agency activity.

Making the data actionable: An interagency team identified opportunities in the near-term to use the data to support ongoing projects.

Potential Areas of focus:

1. Analyze funding streams supporting Universal Pre-K
 - Use the FY20 data to support the Preschool Development Grant Funding Streams Analysis
2. Analyze funding streams by specific geographic region / community
 - Support collaboration
 - Consider opportunities for increased impact
3. Piloting an analysis of funding based on type of service
 - Build understanding of how different funding streams are utilized in a particular focus area
 - Determine feasibility of expanding to full budget analysis in the future

Improving future Children's Budget Scans: The team also discussed opportunities for improving the annual children's budget scan to generate more actionable data.

Data Currently Captured in the FY20 Dataset:

- Individual line items
 - Source of funding
 - Which department it is budgeted in
- Budgeted amounts for each line item
- Estimated percent of each line item related to Children and Youth
- Categorization of each line item in 5 Children's Cabinet outcome areas
- Programs

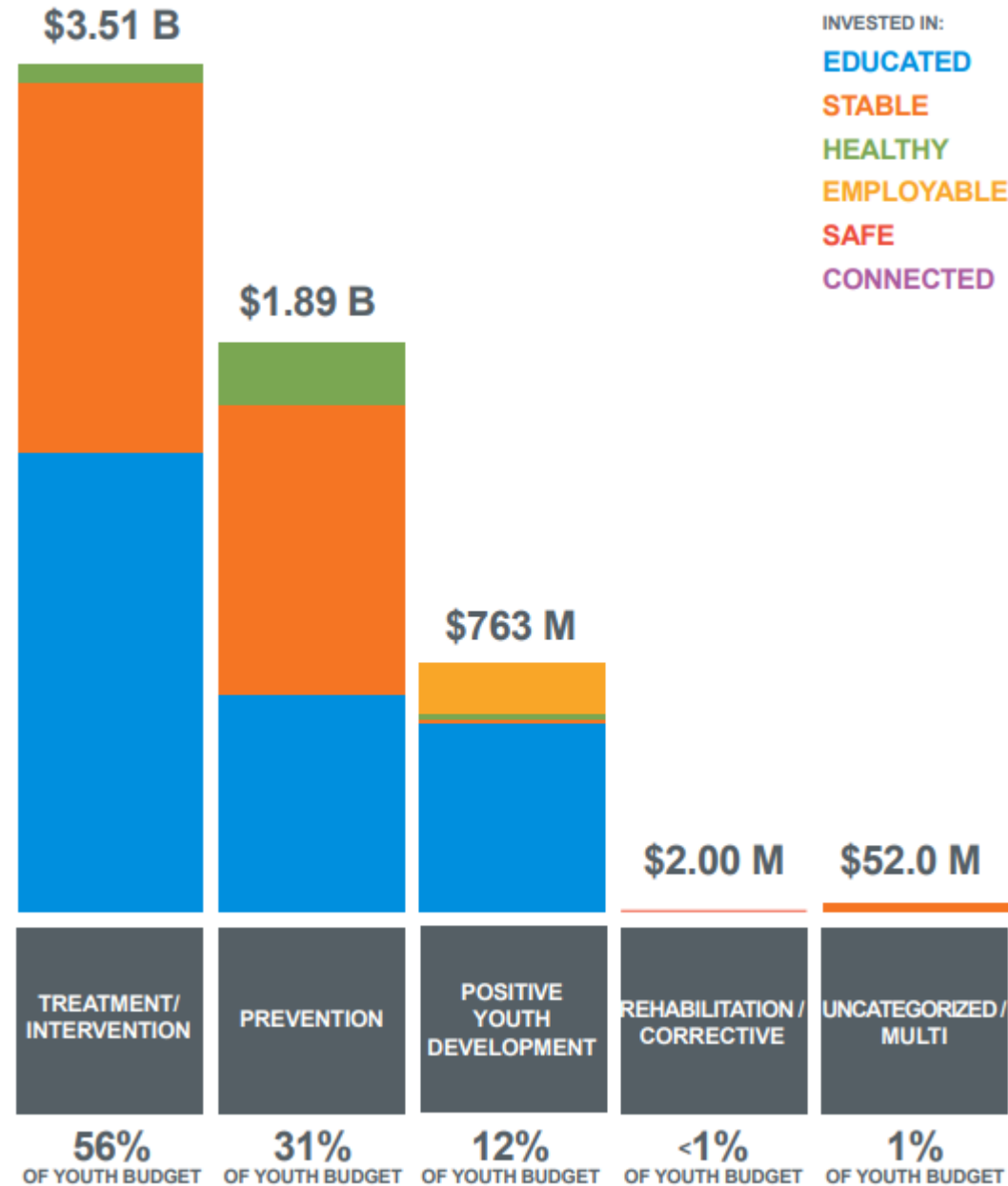
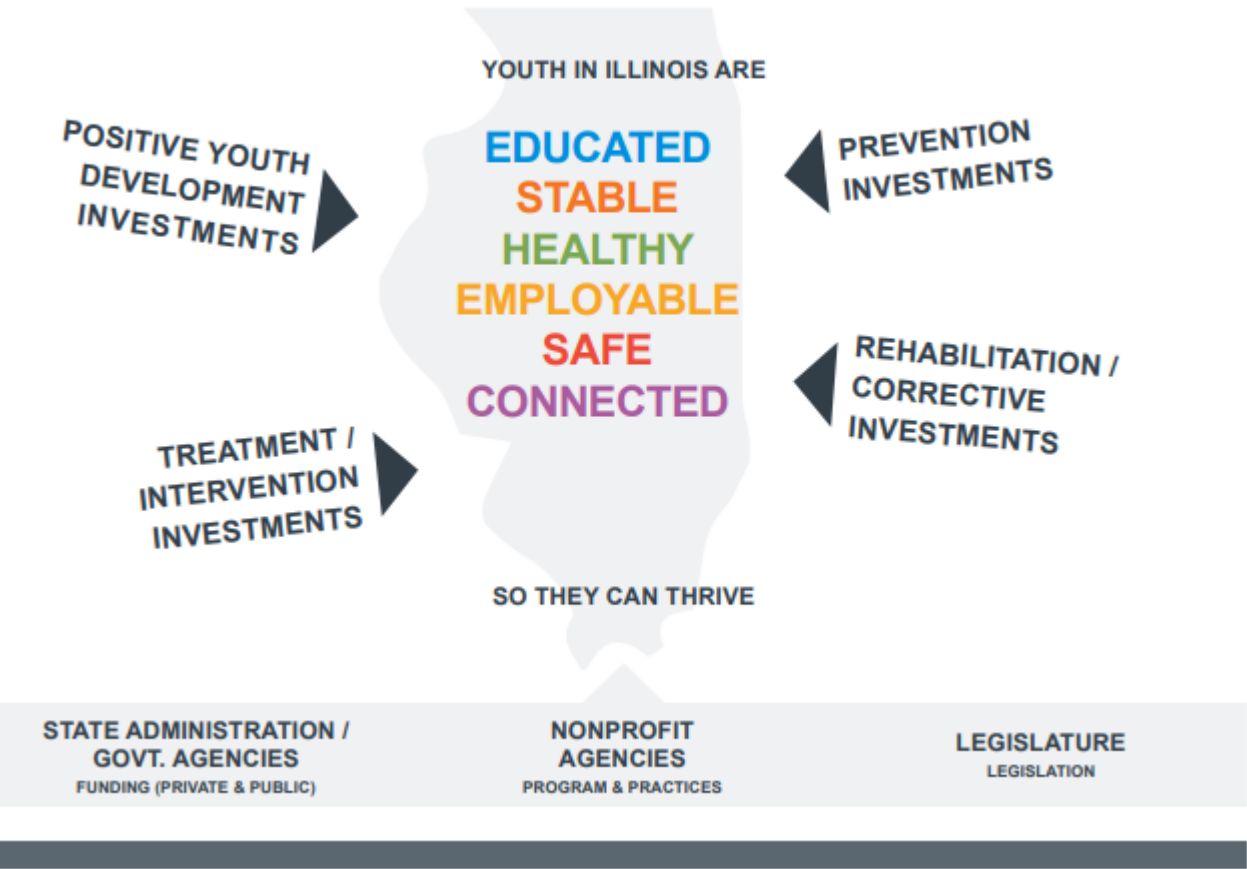


Potential Categories for FY21:

- Flexibility of each funding stream
- Source of grant funding within restricted receipts & Federal funds
- Categorization of how funding is used (i.e. direct services)
- Age groups
- Specific outcomes / objectives for each funding stream

Illinois fiscal scan

FIGURE 1. FRAMEWORK GUIDING THE SCAN



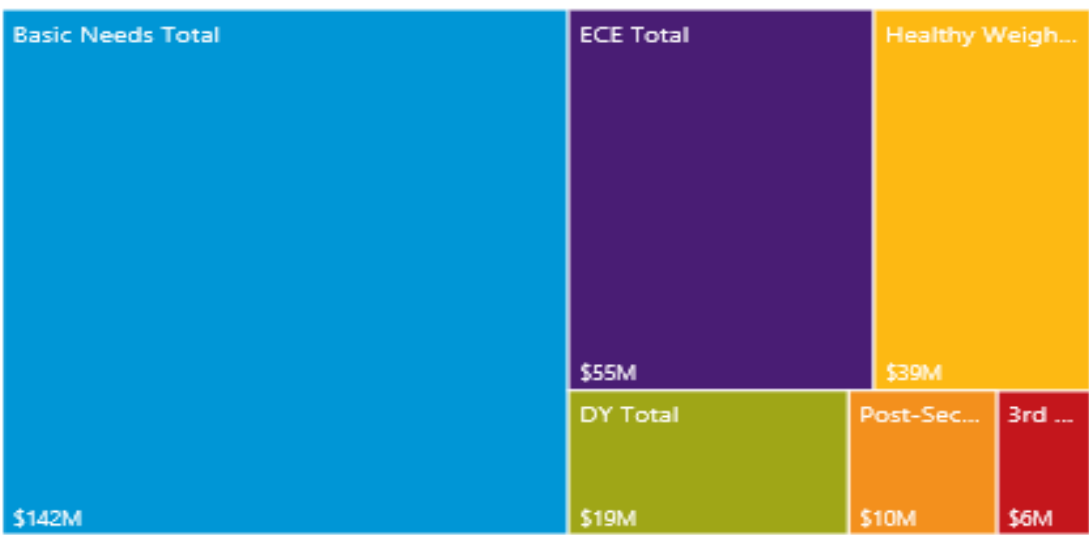
Example 2: Denver, CO

Rectangular Shp

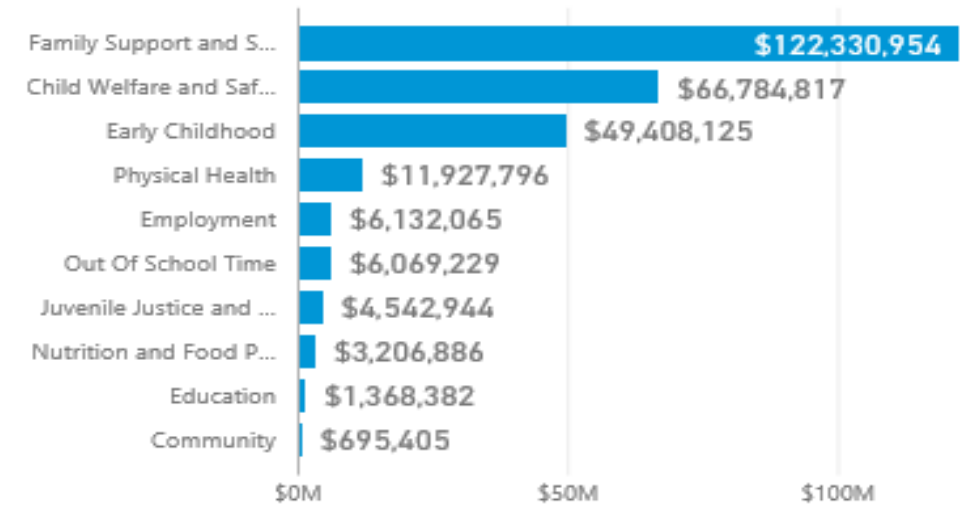
Denver Children's Cabinet Fiscal Map of Child and Youth Spending

Agency	Program	Total Funding
Arts and Venues	Chance to Dance	\$13,000
Arts and Venues	Cultural Field Trips	\$4,000
Arts and Venues	Cultural Partner Program	\$20,000
Arts and Venues	Five Points Jazz Festival	\$7,000
Arts and Venues	Teacher Scholarships	\$6,000
Arts and Venues	Urban Arts Fund	\$73,250
Arts and Venues	Youth One Book One D...	\$22,100
Denver County Court	Child Care Center	\$216,135
Denver County Court	Juvenile Courtroom 4F	\$352,891
Denver Health and Hos...	AIM	\$255,025
Denver Health and Hos...	CCCAP	\$2,600,000
Denver Health and Hos...	Medical Career Collabo...	\$100,000
Denver Health and Hos...	School Based Health C...	\$8,361,411
Total		\$272,466,603

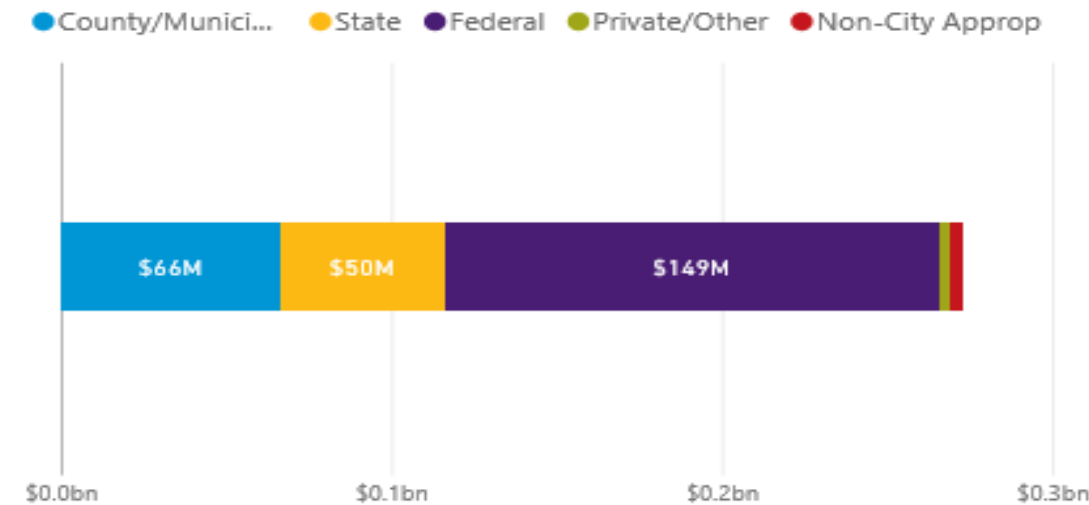
Investments by Goal



Total Funding by Primary Service



Funding Source



Discussion

- What data would better help you **achieve your priorities**?
- What **questions about investments** have come up for you in the past?
- The resources currently captured in the Children's Budget represent State resources. What **other resources** would it be helpful to look at to understand the ways we are collectively supporting children and families?
- What would be helpful to see in the FY21 children's budget scan?

Next Steps: Based on feedback, consider near-term opportunities and prepare for FY21 children's budget scan.

- **March:** Gather input and guidance
- **April-May:** Collaborate with OMB to develop FY21 budget plan
- **Summer 2019:** Prepare materials and trainings for FY21 budget plan
- **Fall 2019:** Gather FY21 budget data
- **Winter 2019:** Prepare FY21 Children's Budget


Rhode Island K-8 Reading & Math Curriculum Data

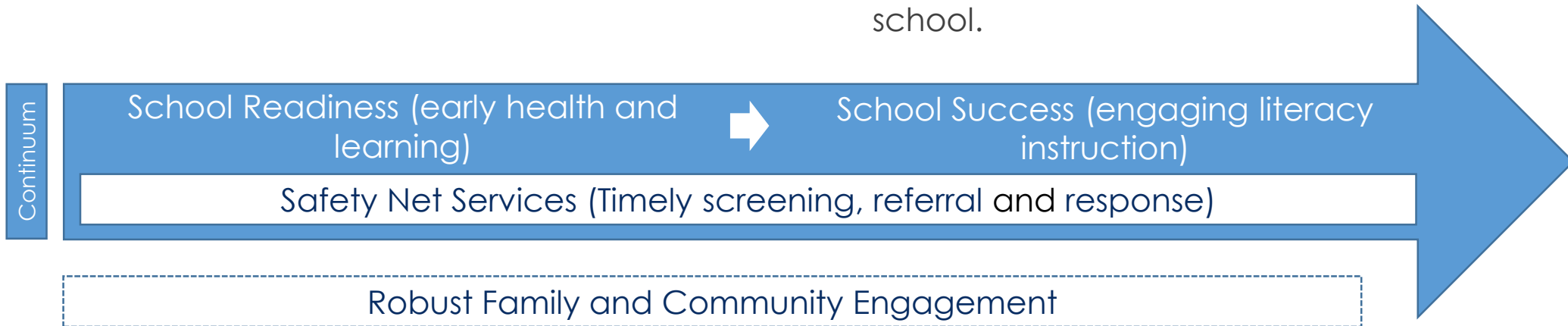
2018-2019



Reaching 3rd Grade Reading Goals

Governor Raimondo's Third Grade Reading Action Plan focuses on four specific and complementary strategies aimed at doubling the state's third grade reading proficiency level in eight years:

-  **School Readiness:** Ensure all children are ready to learn in school by *addressing health determinants and providing access to high quality early learning.*
-  **School Success:** Provide all children with high-quality literacy instruction in and out of school.
-  **Safety Net Services:** Effectively serve young children at high-risk with state-wide screening, referral and response system.
-  **Community Engagement:** Engage family and community members with a year-round campaign to prepare their children for school and for success in school.



Reaching 3rd Grade Reading Goals

Birth Factors

Physical and
Social Emotional
Health

High Quality Pre-K

School
Attendance

**High Expectations
and Quality
Materials**

Summer Supports
for Learning

Nutrition

Early Linguistic
Development

Engage everyone
in our
communities

Standards and Curriculum?

Standards- Common Core State Standards, Next Generation Science Standards- describe what students should know and be able to do

Frameworks- explanations of standards, vertical progression, model units, classroom walkthrough tools, student work samples aligned to standards

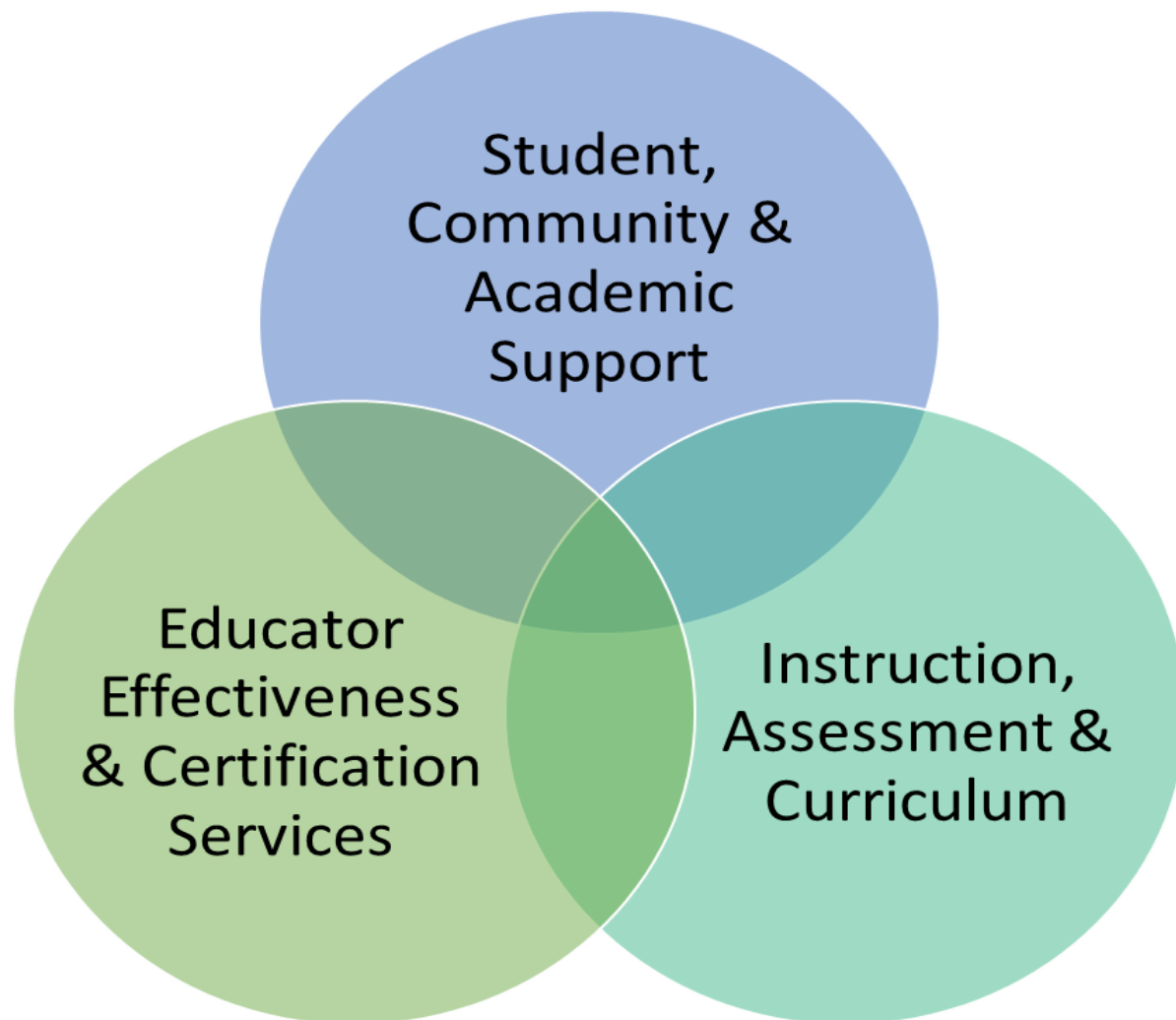
Curriculum- full set of instructional materials, instructional strategies, units, lessons, culturally responsive practices, assessment of learning

Our Beliefs...

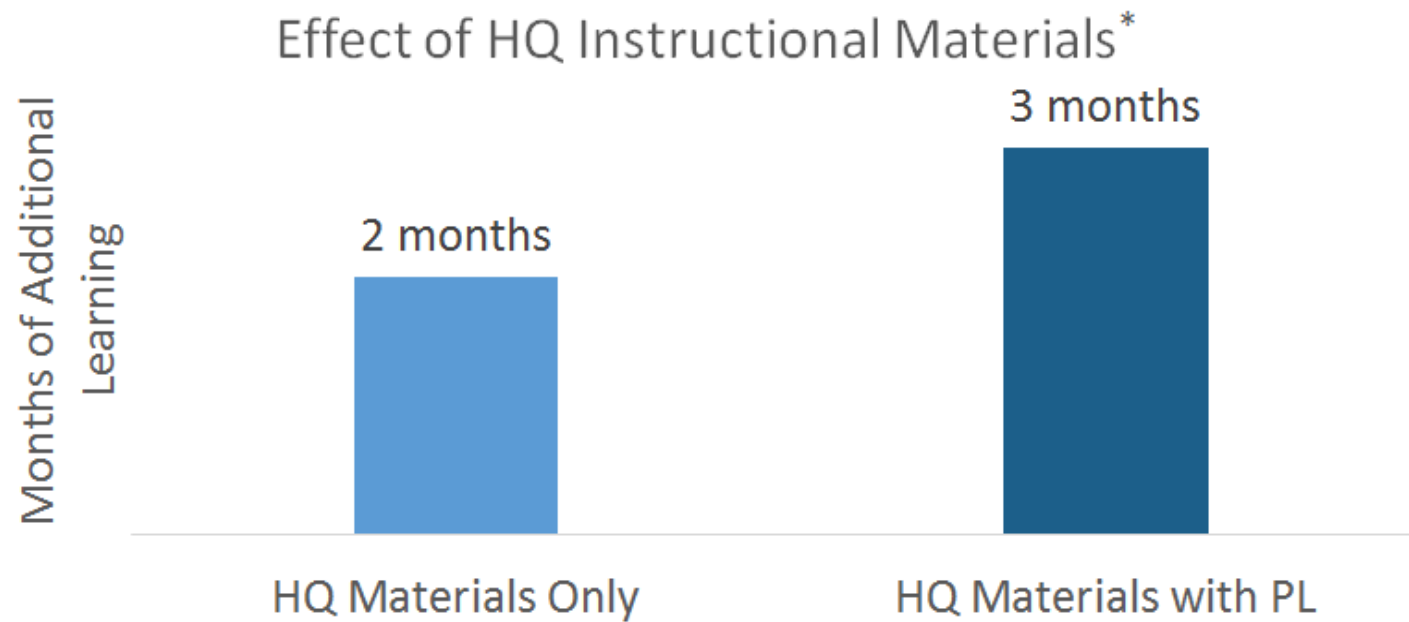
All students deserve the opportunity to learn from engaging, grade-level, high quality curriculum to prepare for success in college, career and civic life.

- High quality curriculum is the foundation of an equitable academic program that includes goals, instructional practices, assessments, differentiation and intervention plans.
- High quality curriculum implemented with integrity across a system is a lever for increased student accessibility and growth.
- High quality curriculum adoption will only be successful with curriculum specific, job-embedded, high quality professional learning.
- High quality curriculum must be the focus of an aligned system that begins with teacher preparation through in-service experiences.

Division of Teaching & Learning



Why Do Curriculum AND Professional Learning Matter?



*Jackson, C. K., & Makarin, A. (2016). Simplifying Teaching: A Field Experiment with Online "Off-the-Shelf" Lessons. National Bureau of Economic Research



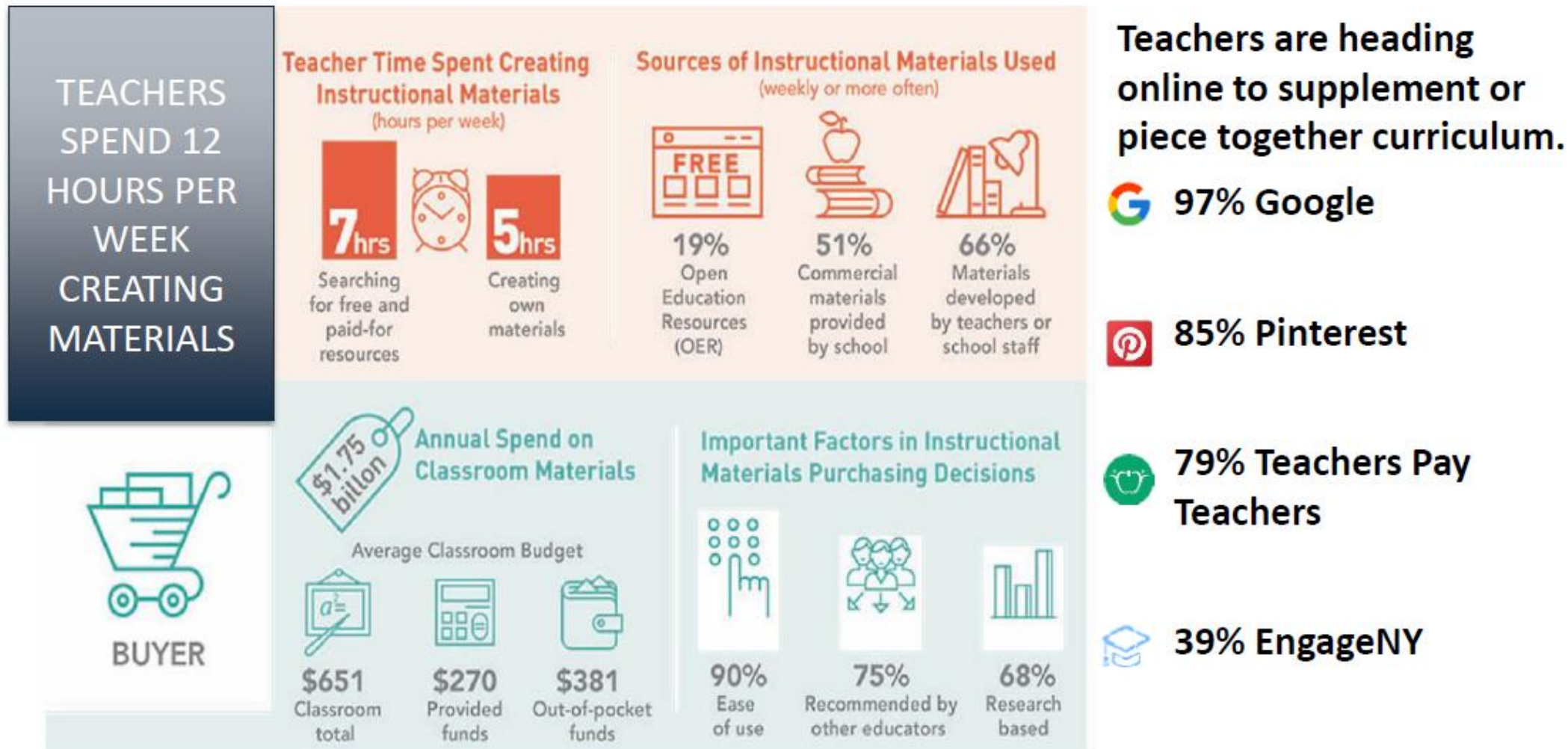
Continuum of implementation

LEA has full set



LEA has full set, materials orientation and shared expectations for use as well as ongoing instructional support using materials

How Time & Resources are Being Spent



EdNet Research, State of the Market 2016



Students' Time Spent

In a single school year, the average student spends 581 hours on assignments that are not high quality.			
121	127	170	¹⁷ 163
hours spent on "off grade level" math assignments	hours spent on "off grade level" ELA assignments	hours spent on "off grade level" science & technology assignments	hours spent on "off grade level" social studies assignments



Strategies Underway in SY 2018-2019

14 LEAs supported
by EdReports
Curriculum Project

Professional
Learning Plan
Implementation
support

District Network
Meetings on
Professional
Learning

Curriculum Survey
and Report


EdPrep Program
Conversation

Supported by a grant from Council for Chief State School Offices (CCSSO)

What is EdReports?


Core Connections (Grades 6-8) (2013)

Published By: CPM Educational Program (CPM) | Date Published: 3/14/2016 | [View These Reports](#)

 GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
Sixth Grade	8/14	18/18	Partially Meets Expectations	N/A
Seventh Grade	8/14	18/18	Partially Meets Expectations	N/A
Eighth Grade	13/14	18/18	Meets Expectations	32/38

StoryTown (2008 with 2012 CCSS Pack)

Published By: Houghton Mifflin Harcourt | Date Published: 4/12/2018 | [View These Reports](#)

 GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Third Grade	22/42	2/32	Does Not Meet Expectations	N/A
Fourth Grade	21/42	2/32	Does Not Meet Expectations	N/A
Fifth Grade	20/42	N/A	Does Not Meet Expectations	N/A



Where does the curriculum landscape look like?

Goal: To understand what the current status of curriculum is throughout the State

Strategy: Survey LEAs about curriculum materials used in Grades K-8 in the areas of Mathematics and Reading

2017-2018 State-Wide Curriculum Survey

Mathematics Findings

- Eureka Math and EngageNY were the most common
- Locally developed curriculum were reported by at least 10 LEAs in each grade level

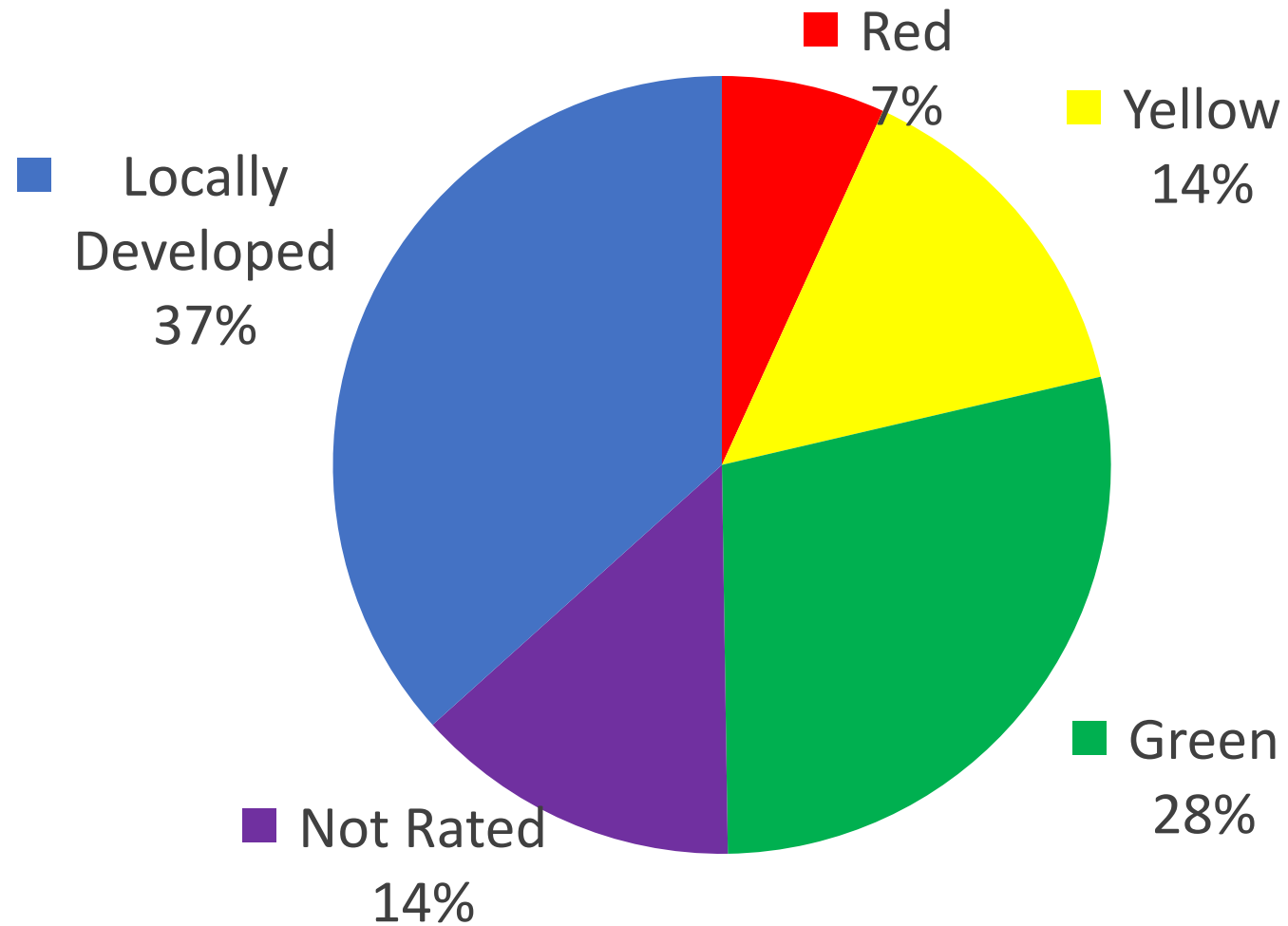
Reading Findings

- Majority of LEAs used, in some way, locally developed instructional materials
- Many LEAs used multiple instructional materials in one grade level (ie: EngageNY and Foundations or Journeys, Locally Developed and Foundations)

2018-2019 State-Wide Curriculum Survey

- Data from 52 LEAs
- LEAs identified primary curriculum as (locally developed or publisher based)
- 92% of data was verified in October
- School level data can be extrapolated

K-8 Math Overview 2018-2019



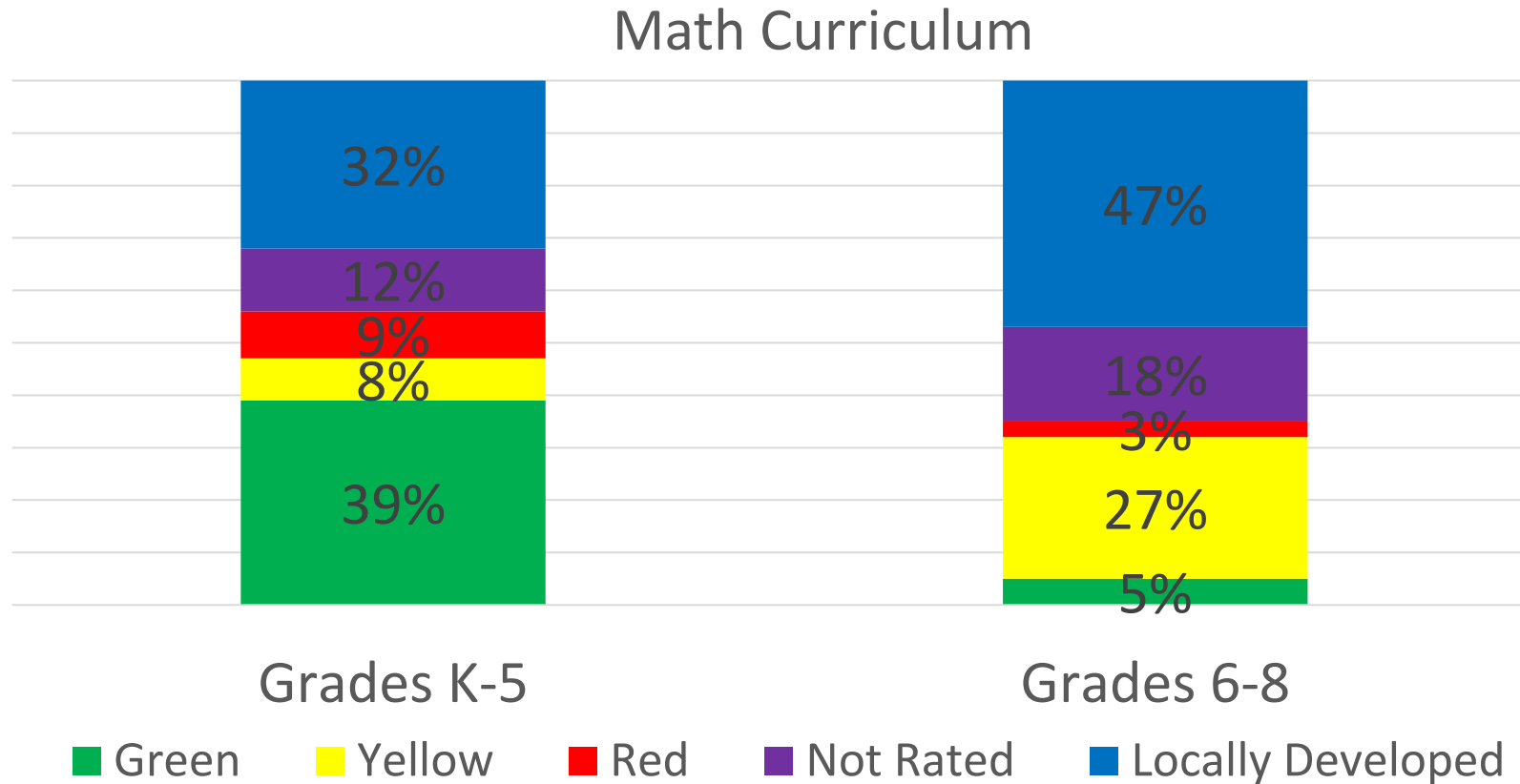
N= 412 (by grades)

#QualityMatters



Math Trend

Grades K-5 have higher quality curriculum than Grades 6-8



Math Overview


4 LEAs Use Red Curriculums as part of K-8 continuum	23 LEAs Use Green Curriculums as part of K-8 continuum 18 LEAs Use Curriculums Rated Green in all grades K-5	17 LEAs Use Locally Developed Curriculums in all grades K-8
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Mathematics

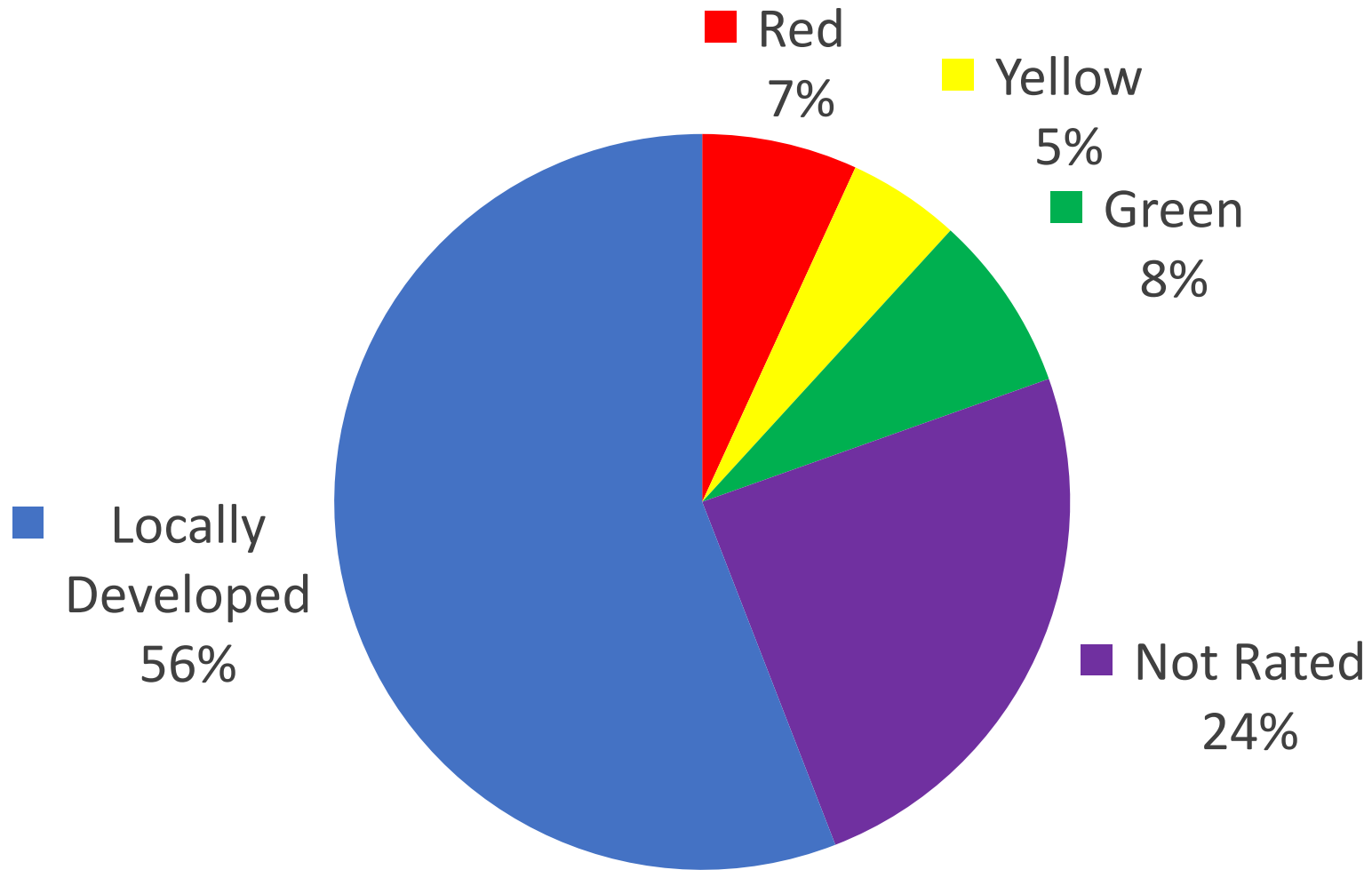
A Student's Experience With Curriculum

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Eureka 2013- 2014	Eureka 2013- 2014	Eureka 2013- 2014	Eureka 2013- 2014	Eureka 2013- 2014	Eureka 2013- 2014	Sadlier Math 2014	Sadlier Math 2014	Sadlier Math 2014



- 2 different curricula in 9 years
- 1 rated high quality by Ed Reports
- 1 not rated by Ed Reports
- Could result in misalignment or gaps in standards
- More difficult to follow progress over time once transition from grade 5

K-8 Reading Overview 2018-2019

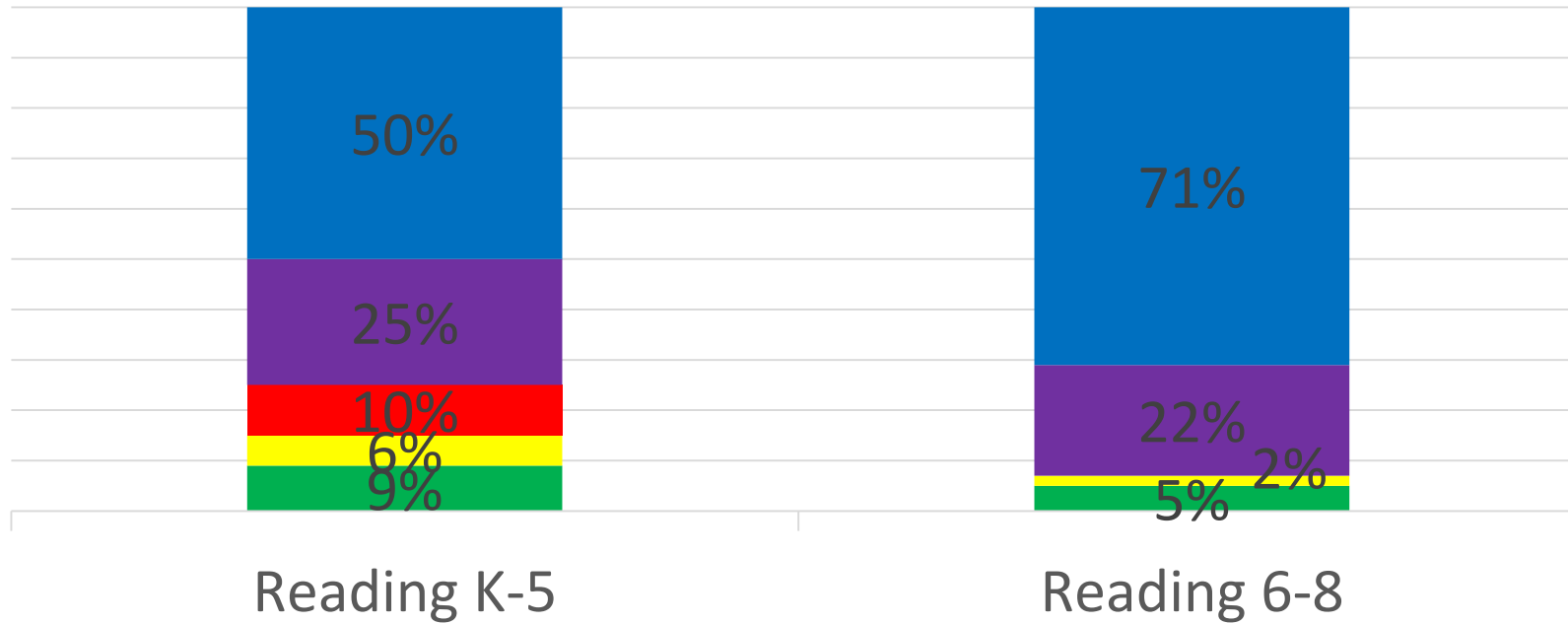


N= 424 (by grades)



K-8 Reading Trend

Reading Curriculum



■ Green ■ Yellow ■ Red ■ Not Rated ■ Locally Developed

N= 424 (by grades)

Reading Overview

**5 LEAs Use
Curriculums
rated red as
part of K-8
continuum**

**7 LEAs Use
Curriculums
rated green as
part of K-8
continuum**

**3 LEAs Use
curriculums
rated grade in
all grades K-5**

**24 LEAs Use
Locally
Developed in
all grades K-8**



Reading

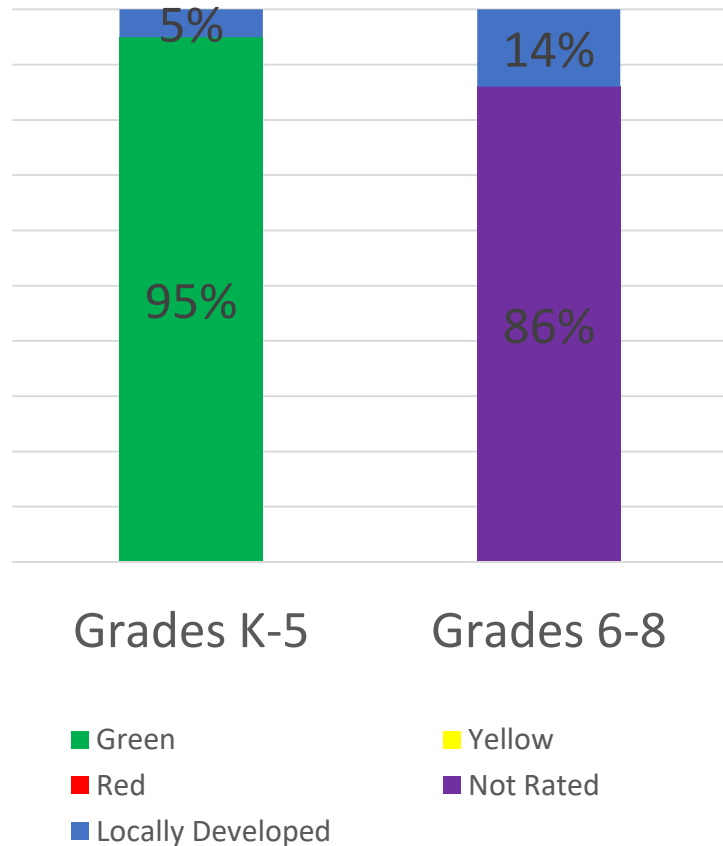
A Students Experience with Curriculum

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Locally Developed	Ready Reading 2016	Ready Reading 2016	Ready Reading 2016	Ready Reading 2016	ReadyGen 2016	ReadyGen 2016	EngageNY 2018	Holt McDougal Literature

- 5 different curriculums in 9 years
- Mix of locally developed, not rated by Ed Reports, rated high quality by Ed Reports and rated low
- Lack of coherence in structure, language and pedagogical approach
- Unable to track progress across years in order to see growth

High Quality Selection is Not Enough

Mathematics Curriculum



2018 SurveyWorks Data

- 7% engage in lesson study
- 29% participate in PLCs
- 35% reported that PL was related to content they teach



RAND/ATP (American Teacher Panel) Data May 2018

- 48% of RI teachers report *curriculum and instructional materials that are rigorous and engaging* as the most important indicator for meeting the needs students right now
- 26% of RI teachers report never having *implementation of main instructional materials the focus of professional learning in the last 12 months*
 - 44% report 1-2 times per year
- 27% of RI teachers report that they *collaborate with other teacher on implementation of main instructional materials once a week or more*
 - 25% report about 1-3 times a month



LEAs are making the shift to high quality curriculum ...

2018-2019	Expected Adoption 2019-2020
Math - 23 Districts	Math - 7 New Districts
ELA - 7 Districts	ELA - 8 New Districts



Public Comment & Questions